DCCUMENT RESUME

ED 153 946 SP 012 354

AUTHOR Inglis, Joan D.
TITLE The Field Component of the CBTE Program at the University of Toledo.
INSTITUTION Toledo Univ., Ohio. Coll. of Education.
PUB DATE 22 Feb 78
NOTE 8p.; For related document, see SP012 355

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College School Cooperation; *Field Experience Programs; *Field Instruction; Higher Education; *Individualized Instruction; Organization; *Performance Based Teacher Education; *Program Descriptions; Role Theory
IDENTIFIERS University of Toledo CB

ABSTRACT

A detailed explanation is given of the field-based component of the University of Toledo (Ohio) competency-based teacher education program. Locations for field-based experiences of program participants are spread throughout the Toledo area in twenty-two public and private schools following the individually guided education (IGE) model. Rationale for choosing IGE schools as field settings is described, and the organizational and instructional similarities of CBTE and IGE models are discussed. Organization of the student field experience program is surveyed, with attention to objectives, elementary school and secondary school settings, student teacher role in the classroom, and role of the college facilitator (supervisor). (MJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153946

THE FIELD COMPONENT OF THE CBTE PROGRAM AT THE UNIVERSITY OF TOLEDO

COLLEGE OF EDUCATION
THE UNIVERSITY OF TOLEDO
TOLEDO, OHIO

February 22, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
George E. Pierson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP012 354

The Field Component of the CBTE Program
at The University of Toledo

Development of the Model

The developing undergraduate model was changing preservice teacher education from a series of isolated courses and clinical experiences into interdisciplinary integrated blocks of instruction containing behaviorally stated objectives, pre and post assessments, alternative learning experiences and recycling opportunities. Furthermore, the design specified that the students in the program would receive training in designing lessons and units of instruction using the same elements of instruction that they were experiencing. In order to complete the total model, it was necessary to provide field experiences in a compatible setting. The Individually Guided Education (IGE) design for elementary schooling was adopted as the comparison model to CBTE. Therefore, as the college model was being developed by the faculty so also were the first IGE schools in the metropolitan area. Presently, twenty-two IGE schools provide the setting for student field experiences.

Rationale for Combining Elements: CBTE and IGE

The IGE schools have provided excellent field settings for CBTE students largely because of the combining elements in the two programs, in both organizational and instructional formats.

Basic organizational elements common to both programs include differentiated staffing, team planning and teaching, program coordination and decision making by all staff involved in instruction. The IGE school is organized in a multiunit structure, while the college program is organized into six professional blocks prior to student teaching.

IGE Instruction and Research (I & R) Unit

Unit Leader
2-3 staff teachers
Aides
90-120 pupils
---
*Student Teacher
*Professional Block Students
*Career Decision Aides

College Professional Block

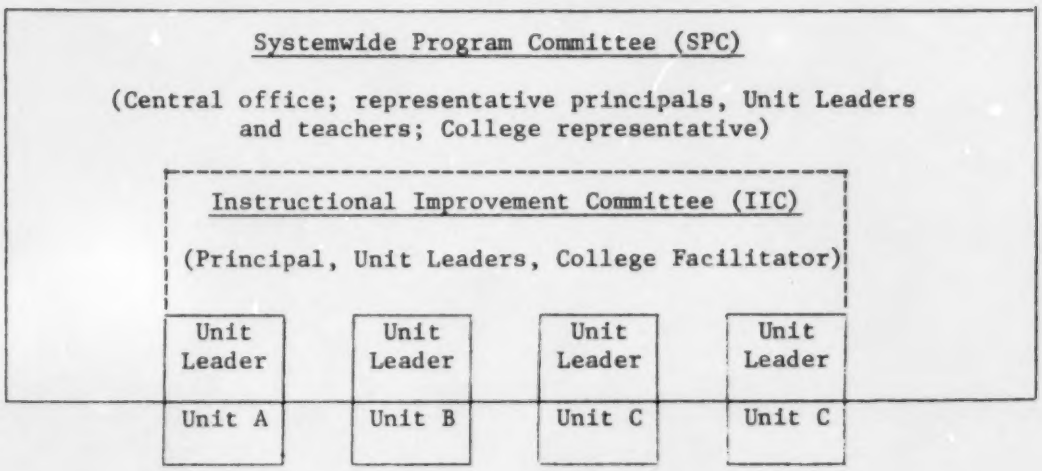
Team Leader
Data Program Manager
Professors
Ed. Psychology
Curriculum
Societal Factors
Ed. Media
Graduate Assistants
40-60 Upper Division Students

The unit leader and staff teachers assume the responsibility for planning and teaching all children assigned to the unit. The unit staff meets bi-weekly to plan the activities of the unit. The unit leader functions as chairperson of the planning meeting and provides leadership for the direction and coordination of unit activities. Undergraduate students in the CBTE program are assigned to field experiences in these I and R units. Student teachers function with unit members in the decision making unit meetings.

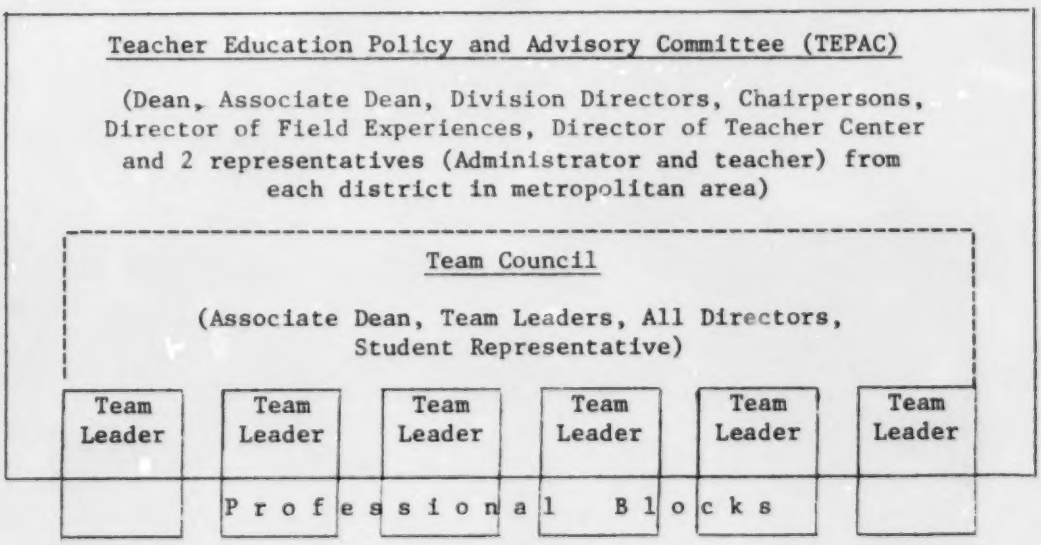
The instructional team for the college professional blocks is responsible for all instructional modules, including field experiences associated with the modules. The college team meets weekly to plan instruction and to monitor the progress of students in the block. The team leader provides the leadership for the teaching faculty, and the data manager organizes assessment data and keeps the necessary records. Each professional block is offered for 8 quarter hours of undergraduate credit.

Communication links to provide for total program development, coordination, evaluation and revision are similar in both programs. The following figures illustrate that all persons involved in both IGE and CBTE operations have decision making opportunity and responsibility.

IGE



CBTE


Teacher Education Policy and Advisory Committee (TEPAC)
(Dean, Associate Dean, Division Directors, Chairpersons, Director of Field Experiences, Director of Teacher Center and 2 representatives (Administrator and teacher) from each district in metropolitan area)
Team Council
(Associate Dean, Team Leaders, All Directors, Student Representative)
Team Leader
Team Leader
Team Leader
Team Leader
Team Leader
Team Leader
Professional Blocks

In IGE schools, all unit leaders meet weekly with the building principal to coordinate and develop curriculum for the school. The unit leader represents and speaks for the unit staff at these meetings of the Instructional Improvement Committee. The principal is the chairperson of this committee. A member of the college faculty, the facilitator, also meets with the IIC. At the district level, principals, unit leaders and teachers are actively represented at the monthly meeting of the Systemwide Program Committee (SPC). Several variations of this council exist according to local conditions. A similar structure exists at the college level.

Faculty are represented on Team Council by the team leaders one of whom is elected as Chairperson. The council meets bi-monthly. The Teacher Education Policy and Advisory Committee (TEPAC) meets every other month. The group includes 2 representatives from each district in the metropolitan area, as well as the team leaders and appropriate administrators.

The organization described above is important to the quality of the collaborative arrangements existing between the schools and the college and therefore to the field experiences provided students in the teacher education program.

In terms of instructional format both programs embrace the principle of individualized instruction and specify a model of instruction which includes (1) clearly stated objectives, (2) pre assessment, (3) an appropriate learning program, (4) post assessment and (5) recycling opportunities.

Student Field Experiences

Student field experiences were not only increased in terms of clock hours but also became an integral part of professional education. Students, having demonstrated competency at the knowledge level in the college classroom are also required to demonstrate competency at the application level in the school classroom. Field components have been written into the instructional modules, and in some cases specific field modules exist. In both instances specific objectives are stated and success is recorded on evaluation checklists.

Classroom teachers were involved in the initial design of the field experience component and continue to assist in revision and refinement of this experience. By means of teacher institutes, workshops, off campus classes, and on the job training, a large majority of the classroom teachers are well acquainted with the program and its evaluation technique and are therefore rather skilled observers of the college student's performance in the classroom. However, in order for the program to be truly field based and integral to the instructional modules, supervision of the pre student teaching students needed to be consistent and include feedback and revision opportunities. The busy classroom teacher cannot fulfill these duties with professional block students and student teachers as well. As a result of the need for increased supervised field hours, the concept of the college facilitator evolved. In order to understand the role of the facilitator, it is necessary to know how the program is organized.

The elementary program is organized into six (6) pre student teaching blocks -- two at the lower division and four (4) at the upper division level.

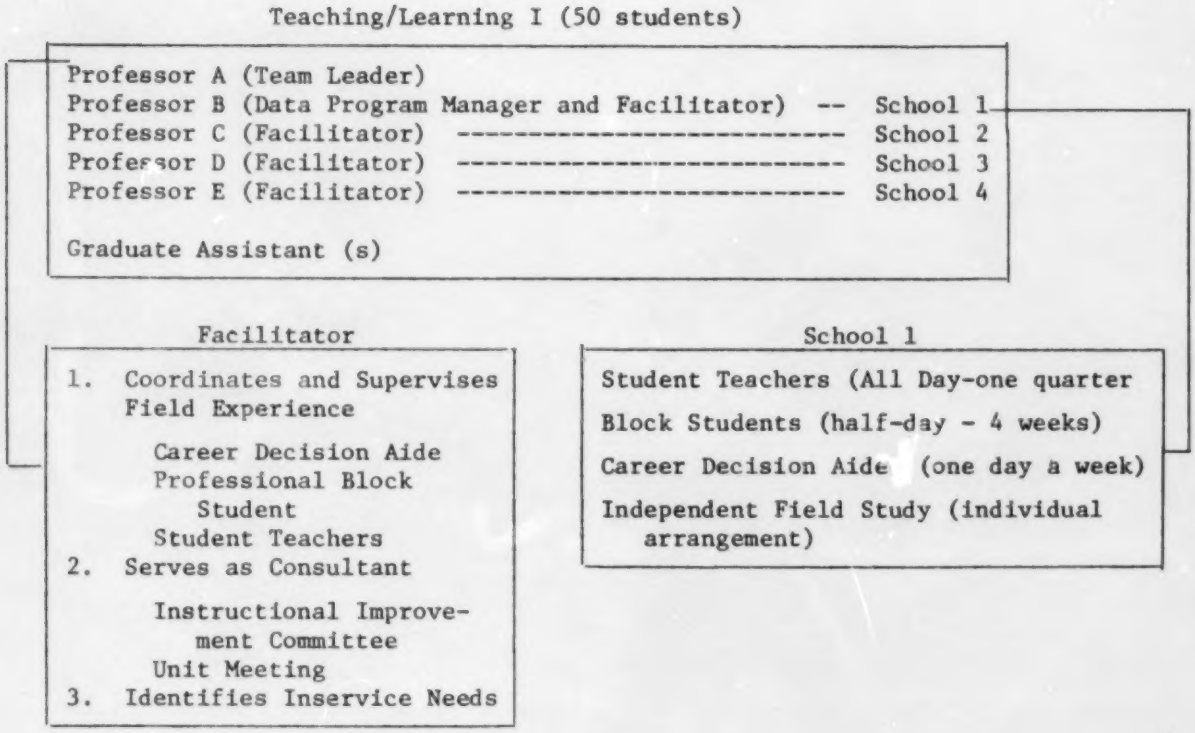
Lower Division		Upper Division			
Career Decisions	Career Decisions	Teaching/ Learning I	Teaching/ Learning II	Teaching/ Learning III	Teaching/ Learning IV
Introduction to Education	Inquiry in Education	Math	Reading and Language Arts	Science	Social Studies
30 clock hours in the field	30 clock hours in the field	50 clock hours in the field	50 clock hours in the field	50 clock hours in the field	50 clock hours in the field
Educ. 101	Educ. 201	Educ. 320	Educ. 324	Educ. 328	Educ. 340

Students in the lower division courses serve as aides one day a week in IGE classrooms and in other related field experiences such as outdoor education camps, child development centers, etc. Activities in the classroom are determined by contract between the college student, classroom teacher and college section leader. The Career Decision Aide (CDA) is coordinated out of the college Office of Student Field Experiences and supervised by graduate assistants who meet with principals, teachers and students about problems that arise.

The upper division blocks are interdisciplinary and contain modules in educational psychology, social foundations, curriculum and instruction and educational media. These modules are taught by professors in the respective departments. In addition, one subject taught in the schools provides the content base for instruction. Students in the upper division courses participate approximately fifth (50) clock hours in the classroom. They prepare and teach mini lessons and units of instruction over a four week portion of the block course which meets 4 mornings or afternoons a week for one quarter. They are expected to apply knowledge from each of the disciplines taught in the professional block and are assessed in terms of attainment of objectives.

The student teaching experience is a synthesis of prior instructional experiences. Student teachers are assigned to the school I & R units and are expected to function as regular unit members, both in planning and implementing and evaluating activities in the unit. Student teaching is also competency based, carefully supervised and assessed by faculty and teachers using instruments written in the student teaching modules.

Sixteen (16) IGE schools are assigned to these four (4) professional blocks each quarter and sixteen (16) college professors on the instructional teams assume the role of college facilitator. In addition, CDA students and student teachers are assigned to these schools.


Teaching/Learning I (50 students)
Professor A (Team Leader)
Professor B (Data Program Manager and Facilitator) -- School 1
Professor C (Facilitator) ---------- School 2
Professor D (Facilitator) ---------- School 3
Professor E (Facilitator) ---------- School 4
Graduate Assistant (s)
Facilitator
1. Coordinates and Supervises Field Experience
Career Decision Aide
Professional Block Student
Student Teachers
2. Serves as Consultant
Instructional Improvement Committee
Unit Meeting
3. Identifies Inservice Needs
School 1
Student Teachers (All Day-one quarter
Block Students (half-day - 4 weeks)
Career Decision Aide (one day a week)
Independent Field Study (individual arrangement)

The facilitator is a teacher, guide and evaluator for the block students and student teachers, a joint planner and evaluator with the teachers, a program consultant and college liaison in the field. Specific functions include, (1) assist block students in planning, implementing and evaluating, (2) be present in the building during the four week field experience to evaluate progress, record on module checklists and provide feedback (3) supervise student teachers and use appropriate assessment instruments, (4) attend all college team meetings, (5) attend the weekly meetings of the school's instructional improvement committee, (6) meet with the unit staff to coordinate content selection, etc. for pre student teachers, (7) provide program assistance to teachers in the school, and to (8) assist CDA's if needed. By action of the Team Council, these responsibilities amount to an average of nine hours a week over the quarter and account for 1/3 of a faculty member's work load. A faculty member's load might be, 1/3 teaching on a college team, 1/3 facilitation and 1/3 teaching a graduate class. Load credit is awarded also for Team Leader (2 hours) and Data Program Manager (1 hour). Various combinations of faculty load credit are possible.

Considerable attention has been given to the Elementary Program because of the unusual collaboration with the IGE system of education. However, the secondary CBTE program is also organized into Teaching/Learning blocks. All secondary students take the two lower division Career Decisions courses and function as aides in field assignment. The professional sequence is organized in 2 upper division blocks of 10 and 12 credit hours respectively and one full quarter of student teaching. The two professional blocks are taught by an interdisciplinary faculty team and students spend 3-4 full weeks in a secondary

classroom implementing the field component of the secondary modules. The experiences are supervised by faculty team members. The instructional teams are also under the leadership of the team leader who is a member of Team Council and TEPAC. The number of field hours is presently less than in the elementary program. Additional field hours need to be incorporated into the secondary program.

The number of field hours in The University of Toledo program will be fairly standard in the state of Ohio by 1980. The Ohio Redesign of Teacher Education Project, conducted by the State Department of Education, resulted in a new set of teacher education standards for the state. The standards mandate the same number of supervised, integrated field and clinical experiences prior to student teaching as exist in student teaching. In most programs, student teaching consists of three hundred hours. Therefore, six hundred hours of clinical field experiences will be common. The manner in which students are supervised in The University of Toledo program may be unique.

Additional Information

The College of Education welcomes inquiries regarding The University of Toledo's CBTE program. In addition, educators can be accommodated who wish to visit and observe first-hand the operation of the CBTE program. Interested persons should contact the individual below concerning additional information, modules, and campus visits.

Dr. Richard Ishler
Associate Dean
College of Education
The University of Toledo
Toledo, Ohio 43606

Phone (419) 537-2079